

Teacher's Guide

Breaking Through

Reading Level	Lexile 750
Genre/Length	Autobiography; 216 pages
Language Register	Spanish, '50s Slang
Content Load	Rural, Mexican American Migrant Workers, Family
Selected Awards	Pura Belpré Award Americas Award for Children's and Young Adult Literature

THE EXCHANGE QUESTION
 True or False? The most difficult choices have the best results.

Overview

Background Countless migrant workers, mostly from Mexico and the Philippines, moved to California during the early and mid-twentieth century. To enter legally, immigrants had to prove that they had jobs, schools, or family members waiting for them in the United States. Those who could not prove this had to enter the U.S. illegally. Illegal immigrants faced deportation, separation from their families, and other hardships. They moved often to find work and to avoid immigration officials. Often, they had to resign themselves to low pay, back-breaking work, and less than adequate housing.

Book Summary *Breaking Through* is an autobiographical account of Francisco Jiménez's life as a young migrant worker during the 1950s and 1960s. The Jiménez family immigrated to the United States from Mexico illegally and became migrant workers in California, where they lived in poverty. Jiménez draws upon his experiences as an illegal immigrant, a migrant worker, and a determined student to tell the story of his search for a brighter future.

About the Author

Francisco Jiménez was born on June 29, 1943, in San Pedro, Tlaquepaque, Mexico. The Jiménez family immigrated to the United States illegally in 1947, and Jiménez began working in the fields at the age of six. He attended school intermittently and had difficulty learning English. He and his family moved constantly in search of work, living in small tents and shacks. The family finally settled in one place when Roberto, Jiménez's older brother, found a steady job as a school janitor. They became legal citizens shortly afterward.

Jiménez went on to receive his bachelor's degree in Spanish from Santa Clara University, his master's degree from Columbia University, and a doctorate degree from Harvard University. His other works include *La Mariposa* and *The Circuit: Stories from the Life of a Migrant Child*.

Reading the Book

There are several options for reading *Breaking Through*. They include:

- Whole Class** Assign sections of the book and discussion dates using the planner on **Student Journal, page 1**. After students read a section and respond to the corresponding **Student Journal** pages, have a class discussion. At the end of the book, the class meets for **The Exchange**.
- Small Groups** Read the book **Introduction** with the group. Group members then read an agreed-upon number of pages, complete the corresponding **Student Journal** pages, and meet to discuss. When they finish the book, they meet again for **The Exchange**. Use the planner on **Student Journal, page 1** to establish meeting times.
- Independently** Students read the book on their own and then meet as a group for **The Exchange**. Use the planner on **Student Journal, page 1** to establish the meeting time.
- Guided Reading** Have students read **Student Journal, page 2** and monitor their discussion of the **What If?** scenario. Read aloud the book **Introduction** to give students background on the book. As students read, use the **Before You Move On** questions to guide comprehension. Use the **Look Ahead** to set a focus for reading the next set of pages. At the end of each section, assign the appropriate **Student Journal** pages. Discuss the pages before starting the next section. Establish a date for **The Exchange** and record it on the planner.

Getting Started

Have students read **What If?** on **Student Journal, page 2** and discuss the scenario. Encourage students to describe the similarities and differences between the scenario and their lives and imagine how the situation would affect them.

- Have students write their responses to the three questions below the scenario and compare answers with a partner or the group.
- Have students discuss how the situation might relate to **The Exchange** question and then write a brief summary of their discussion in the **Student Journal**.

Student Journal, page 1

Name: _____

Student Journal

Breaking Through

by Francisco Jiménez

Reading Schedule

Group members: _____

Breaking Through	Student Journal	Due Date	Discussion Date
Introduction	Pages 3-4		
Pages 15-58	Pages 5-6		
Pages 59-102	Pages 7-8		
Pages 103-147	Pages 9-10		
Pages 148-183	Pages 11-12		
Pages 184-214	Pages 13-14		
The Exchange			
Assessment			

THE EXCHANGE
True or False?
The most difficult choices have the best results.

Student Journal, page 2

Breaking Through

Getting Started

What If?

Your family needs you to get a part-time job to help pay the bills. Once you begin your job, you find that it has long hours and does not pay well. You do not have enough time to study and your grades are suffering. But your boss likes you and wants to offer you a full-time position. You can't go to school and work at the same time, so you have to make a decision.

You have always dreamed of going to college. You don't want to be poor and struggle for the rest of your life like your family does. But your family needs the money you make now, just to live.

Make notes about how this would affect you.

- What would be difficult about this decision?
- What decision would you make?
- How could others be affected by your decision?

Connect to The Exchange Question Discuss how this situation could relate to The Exchange Question: **True or False? The most difficult choices have the best results.** Summarize your discussion.

Introduction

Have students read the book **Introduction**. Check their comprehension with the three follow-up questions on **Student Journal, page 3**.

Student Journal, page 3

Breaking Through

Introduction

Read the Introduction on pages 9–11 in *Breaking Through*. The Introduction will help you understand key concepts in the book. Knowing them will help you discuss and write about the book.

The Introduction includes information about

- the background and accomplishments of the author, Francisco Jiménez
- the challenges of being an illegal immigrant and migrant farm worker
- the laws that affect immigrants in the United States

After you read the Introduction, answer these questions to check your understanding.

1. Why was it difficult for migrant farm workers in California to escape poverty?
Work was scarce when it was not growing season. Workers had to move often to find work, and the pay was very low. Many immigrants did not have the right skills or the education required to get better jobs in the United States.
2. Why do so many immigrants enter the United States illegally?
Many immigrants do not have the money to pay for visas. They also may not meet the requirements to earn visas. Because they need the jobs the United States can provide, they risk deportation and enter illegally.
3. What dreams came true for Francisco Jiménez?
Jiménez attended college and became a university professor and a writer.

Introduction: Key Concepts

Have students study the first **Key Concept** with the help of the graphic organizer on **Student Journal, page 4**. After studying the example, they should create similar graphic organizers to focus their understanding of the remaining **Key Concepts**.

Student Journal, page 4

Breaking Through

Introduction: Key Concepts

Word Map

Study the **Word Map** for *immigrant*. Write a sentence using the word *immigrant*.

Key Concepts

accomplish
capable
deport
enrich
immigrant

Word Map

Key Concept

Synonym

foreigner

Francisco Jiménez

Example

Antonym

native

Native Americans

Example

On a separate sheet of paper, create a **Word Map** for each **Key Concept** word. Use a thesaurus to find antonyms and synonyms. Write two sentences for each word—one using the **Key Concept** word and one using either the antonym or synonym.

Breaking Through

Pages 15–58 Answers for *Before You Move On*

Pages 15–58

PAGE 33

- 1. Summarize** Reread pages 25–28. What did the family have to do to enter the United States legally?

They had to show birth documents, pass a medical exam, and obtain visas.

- 2. Conclusions** Reread pages 31–32. Why did Panchito cry when he saw the boy with his father?

Panchito was sad to leave his family, and he wished his life could have been happier. He had to grow up and leave his parents much too quickly.

PAGE 44

- 1. Author's Style** Reread page 34. How did the author show his feelings about missing his family?

He described the details, like the smells, sounds, and routines of his home in the morning.

- 2. Conclusions** Reread pages 40–41. Why was it so difficult for Panchito and Roberto to eat in the restaurant?

Panchito and Roberto had never been to a restaurant. They did not understand how to behave. They also had no knowledge of the differences in steak or how to choose from a menu.

PAGE 58

- 1. Main Idea and Details** List 3 details to support this main idea: Panchito took risks to be like other kids his age.

Panchito sang an Elvis song in class, even though he was nervous. He went to the Vets dances and learned how to dance with girls. He called a girl on the phone.

- 2. Inference** Reread pages 55–57. Why do you think Peggy stopped talking to Panchito?

Peggy's parents were prejudiced. They did not want her to date Panchito because he was Mexican. Panchito was also nervous to be alone with Peggy. This frustrated Peggy.

Student Journal, page 5

Breaking Through

Respond to Pages 15–58

- 1. Personal Response** Panchito took a risk when he sang an Elvis song in front of the class to make friends and fit in. Have you ever taken a risk to fit in? How did it make you feel?

- 2. Irony** What was ironic about Panchito reciting the Preamble to the Declaration of Independence when *la migra* came to take him from school? Use the word *deport* in your response.

When the U.S. immigration officials came to deport him, Panchito was reciting the basic human rights that people have in the United States. Ironically, Panchito did not have the rights he was learning about.

- 3. Conclusions** Even without supervision, Panchito and Roberto obeyed the rules of their parents. They did their chores and kept up with their responsibilities. What can you conclude about Panchito and Roberto?

They were very responsible and mature. They faced adult responsibilities and took them seriously because their family needed their help.

- 4. Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

Student Journal, page 6

Breaking Through

Respond to Pages 15–58, continued

- 5. Author's Point of View** It was very difficult for Panchito to fit in at school and make friends. List some of his obstacles on the left side of the T Chart and what he did to overcome them on the right side.

T Chart

Obstacle	Solution
<i>few opportunities to interact with people outside of school</i>	<i>learned how to dance and went to dances</i>
<i>struggled with English slang and popular culture</i>	<i>listened to popular music and how the kids around him talked</i>
<i>did not have a telephone</i>	<i>used a neighbor's phone to call a girl</i>
<i>wanted to have a social connection with his classmates</i>	<i>sang an Elvis song in class to fit in</i>

Why did Panchito try so hard to overcome these obstacles when he had so many other big problems to worry about? What else could he have done to solve his problems?

Panchito wanted to fit in and be like other kids his age. He had to worry about serious issues, like poverty, work, and taking care of his family. School and social activities became his only connection to childhood. These things became important to his happiness.

Breaking Through

Pages 59–102 Answers for *Before You Move On*

Pages 59–102

PAGE 73

- 1. Conclusions** Reread pages 62–63. What does Papá’s unusual medical treatment tell you about the family?

They were very spiritual. They put faith in spiritual cures rather than science or modern medicine.

- 2. Cause and Effect** Reread pages 70–71. Papá’s fields were ruined. How did this affect him?

Papá became extremely depressed and moody. He stopped eating and became unhappy with his family and his life.

PAGE 88

- 1. Conclusions** Reread page 77. How did Papá feel about Panchito’s graduation? How do you know?

Papá felt proud of Panchito. He gave him his St. Christopher medal in honor of his graduation from the eighth grade.

- 2. Inference** Reread pages 84–86. Why did Panchito give up his plan to sell goldfish?

Carlos and his friends stole Panchito’s idea and sold fish for half of what Panchito planned to sell his for. There was no way for Panchito to make money.

PAGE 102

- 1. Assumption** Why did Mr. Kincade assume that Panchito would be interested in a vocational program?

Mr. Kincade assumed that Panchito would not want to pursue college because of his ethnicity. He may have also assumed that Panchito’s parents could not have paid for college.

- 2. Comparisons** Reread page 97. How were the students’ and Panchito’s responses to the film different?

The students felt that questioning the father’s authority was acceptable. Because of his culture, Panchito considered questioning an adult disrespectful.

Student Journal, page 7

Breaking Through

Respond to Pages 59–102

- 1. Personal Response** Panchito was excited and nervous about the first day of high school. He wanted to make sure he looked his best. When have you felt both excited and nervous about an event? What did you do?

- 2. Cause and Effect** How did reading about the Spanish explorer Hernan Cortés and his accomplishments affect Panchito? Why did it affect him this way? Use the word *accomplish* in your answer.

Panchito felt proud because Cortés shared his ethnicity. He had few opportunities to read about people from Mexico who had accomplished great things. These role models made him feel as if he could succeed, too.

- 3. Inference** Papá told Panchito, “only rich people become teachers.” Why did he say this? How did this affect Panchito?

Papá endured many setbacks and failures in the United States. He is less hopeful than Panchito. Papá thinks that being successful in the U.S. means having money. Panchito thinks his father does not support his goals.

- 4. Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

Student Journal, page 8

Breaking Through

Respond to Pages 59–102, continued

- 5. Main Idea and Details** Panchito had few role models and many obstacles that made school difficult for him. List details that support the main idea below.

Main Idea Diagram

Main Idea: Even with hard work, school was difficult for Panchito.

Detail: He worked long hours and missed school. He had a hard time keeping up with his academic work.

Detail: He struggled in his English class because Spanish was his first language.

Detail: He saw few examples of successful people who shared his ethnicity.

Detail: His father was often discouraging about school.

Detail: His grade was affected when he could not afford another pair of gym shoes.

What might have helped Panchito to succeed in school? Give two examples.

School might have been easier for Panchito if he had more encouragement or help from his father. Also, he might have had more success if he had someone outside of school to help him with his English.

Breaking Through

Pages 103–147 Answers for *Before You Move On*
Pages 103–147

Student Journal, page 9

PAGE 114

1. Paraphrase Reread page 104. What did Papá mean when he said, “this life is for the dogs”?

The Jiménezés’ lives were terrible. No matter how hard they worked, they did not make enough money to live. Papá believed that human beings deserved a better life.

2. Author’s Style Reread page 110. Why did the author talk about the football photograph? How was he different from the boy in the photograph?

It showed how difficult Panchito’s life was compared to other teenagers growing up in his community. The boy in the picture seemed to have a loving father and a carefree childhood.

PAGE 133

1. Paraphrase Reread page 123. What did Panchito mean when he said that he could relate to the story?

The struggles of the Joad family in The Grapes of Wrath were similar to his family’s struggles. Panchito understood the characters and their problems.

2. Conclusions Reread pages 125–126. Why did Panchito interfere with Roberto and his date?

Panchito enjoyed spending time with Roberto. He was jealous of the attention Roberto was giving his date.

PAGE 147

1. Inference Reread page 137. Why did Panchito feel excited and sad about going to college?

Panchito desperately wanted to go to college and continue learning, but he did not want to leave his family. He knew they still needed him.

2. Cause and Effect Reread pages 143–144. Papá believed that rich people rule America. What caused him to think this? Papá said that he had seen it with his own eyes. He and other poor people were powerless, while wealthier people lived comfortably.

Breaking Through

Respond to Pages 103–147

1. Personal Response Panchito learned to read for enjoyment when he read *The Grapes of Wrath*. He related to that story because it was similar to the experiences of his family. What book or movie do you relate to? Why?

2. Summarize Which incidents made Panchito aware of discrimination? Why did he have difficulty understanding why people discriminate against immigrants? Use the word *immigrant* in your response.

Roberto’s experience with Susan made Panchito understand his own experience with Peggy. He was taught to respect everyone, so he did not understand why people treated him differently just because he was an immigrant.

3. Compare and Contrast When the Spanish Club tried to plan a holiday event, how did Panchito see things differently from his classmates? How did his own family benefit from his idea for an event?

Most of the students had fun during the holidays, so they wanted a party. Panchito had known hunger during the holidays, so he wanted to do something for others. In the end, his family was one of those who received a food drive basket.

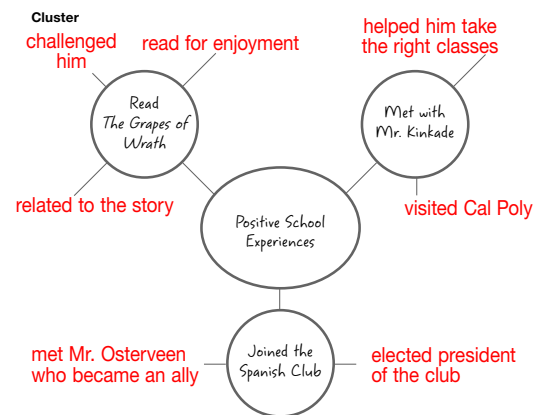
4. Generate Questions Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

Student Journal, page 10

Breaking Through

Respond to Pages 103–147, continued

5. Summarize School experiences enriched Panchito’s life. Describe how these key events helped Panchito grow and learn. Use the **Cluster** to answer the question.



Compare the different school experiences. How did each experience help Panchito to become more connected to school and learning?

Panchito felt more connected to school when he discovered a book that related to his life. Mr. Osterveen helped Panchito connect with school because he loved talking about Mexico. Mr. Kinkade showed Panchito he could continue his education by going to college.

Pages 148–183 **Answers for *Before You Move On***
Pages 148–183

PAGE 166

- 1. Paraphrase** Reread pages 160–161. What did Panchito mean when he said they were “far apart from” Santa Maria?
Panchito’s family and other Mexican migrant workers were part of a lower economic class. They did not feel equal to their middle-class neighbors.
- 2. Simile** Reread page 166. Why did Panchito say he felt like a bird caught in a storm?
Panchito felt torn between his growing success and happiness and his father’s growing misery and struggle.

PAGE 183

- 1. Cause and Effect** Reread pages 169–170. How did Roberto’s marriage affect the rest of the family?
The family struggled even harder to make money, because Roberto was no longer able to contribute. Torito and Trampita had to begin working.
- 2. Comparisons** Reread page 171. In what way was Panchito becoming like his father?
Panchito was under a lot of pressure to support the family. He became exhausted and depressed from working so much. He looked as tired as his father.

Student Journal, page 11

Breaking Through

Respond to Pages 148–183

- 1. Personal Response** Panchito took a leadership position as student body president at his school. Describe a time when you were a leader. What was rewarding about being a leader? What was challenging?

- 2. Inference** What made Panchito feel uncomfortable at the Rotary Club? How did his feelings affect his speech? Use the word *capable* in your response.
Panchito was unfamiliar with the world of business and was intimidated by the members. He felt self-conscious. This prevented him from speaking well, even though he was capable of doing much better.
- 3. Paraphrase** Manuelito told Panchito to run for student body president because “everyone at Bonetti Ranch will be proud.” What was he really saying to Panchito? Why did this convince Panchito to run?
Manuelito meant Mexican immigrants at the ranch needed people to set an example of leadership. Panchito thought about the experiences of black Americans enduring segregation, and he realized the importance of setting an example.
- 4. Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

Student Journal, page 12

Breaking Through

Respond to Pages 148–183, continued

- 5. Judgments** Panchito’s success at school grows, but further challenges also develop. List the successes on the left side and the challenges on the right side of the **T Chart**.

T Chart

Panchito’s Successes	Panchito’s Challenges
<p><i>He participated in the Junior Scandals.</i></p> <p><i>He found a best friend, Paul Takagi.</i></p> <p><i>He was elected student body president.</i></p>	<p><i>Panchito was so exhausted from working that it made him sick.</i></p> <p><i>Panchito could not keep up with his schoolwork, which caused his grades to fall.</i></p> <p><i>Some school activities required money he did not have.</i></p>

Panchito’s choices cause him to become ill. Were his successes worth the price he paid? Why or why not?
Students may say that Panchito’s workload was too large, but he was successful. Students may also say that working too hard jeopardized his health, grades, and finances.

Breaking Through

Pages 184–214 Answers for *Before You Move On*

Pages 184–214

PAGE 195

1. Paraphrase Reread pages 189. What did Panchito mean by, “It’s my only chance”?

Panchito wanted a better life. College was his only opportunity to stop working in the fields and cleaning offices.

2. Argument Reread page 192. How did Mr. Osterveen help convince Papá to allow Panchito to go to college?

Mr. Osterveen spoke Spanish and understood Mexican culture, which pleased Papá. Mr. Osterveen insisted that Panchito was a very bright student.

PAGE 214

1. Problem and Solution Panchito did not have enough money for college. How did he solve this problem?
Panchito applied for several scholarships and received half of the money he needed. He borrowed the rest from the government.

2. Conclusions Reread page 202. What was the real reason Papá tried to avoid going to the graduation ceremony?
Papá was sad to see Panchito graduate because it meant he would be leaving home. He wanted the family to stay together. Also, it reminded him of a life he would never have.

Student Journal, page 13

Breaking Through

Respond to Pages 184–214

1. Personal Response Mr. Kinkade and Mr. Penney helped Panchito attend college. Write about an adult who has helped you in some way. How might your life be different if they had not helped?

2. Flashback Panchito saw many places from his past and recalled childhood events on his drive to college. How did these events enrich his life? Use the word *enrich* in your response.

The events and challenges enriched his life because he learned to work hard and persevere.

3. Conclusions Why did Papá often seem angry and sad when Panchito accomplished things, such as being accepted into college?

Papá was jealous. Even though he was proud of Panchito, he dreamed of being successful and going back to Mexico with his family. He also worried that success would cause Panchito to move farther away from them.

What If?

4. Connect Look at your notes on *Student Journal, page 2*. Think about what you would do if you had to decide between your family and your future. Compare this to *Breaking Through*. Did Panchito’s decisions about his life have positive or negative results?

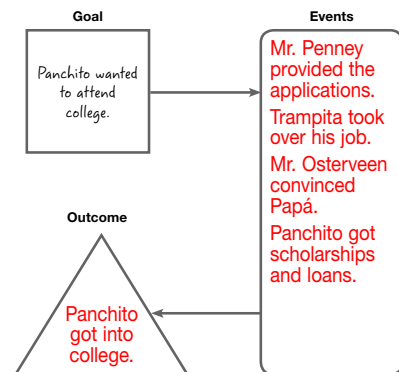
Student Journal, page 14

Breaking Through

Respond to Pages 184–214, continued

5. Opinion Panchito struggled to attend college. List the events and the outcome. Use the **Goal and Outcome Chart** to answer the question.

Goal and Outcome Chart



Could Panchito have gone to college without the help he received? Why or why not?

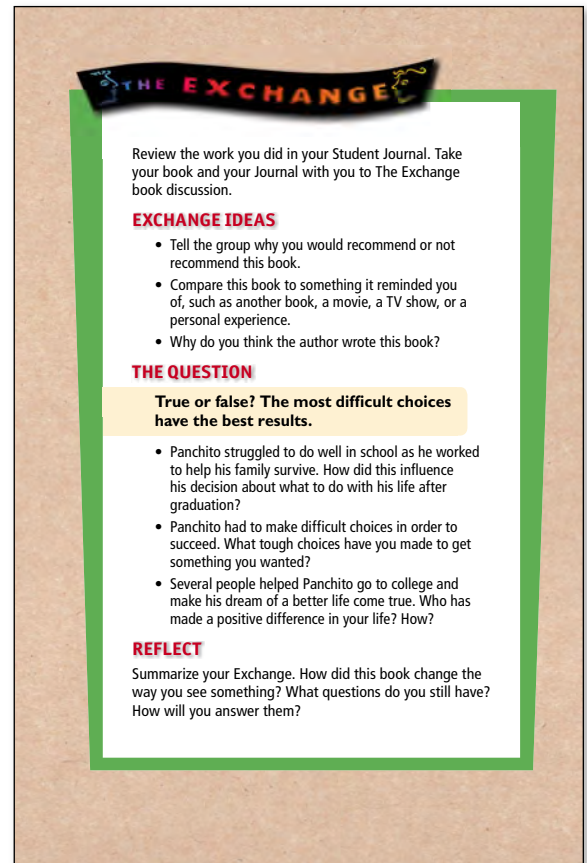
Exchange Discussion

THE QUESTION

True or false? The most difficult choices have the best results.

- **Panchito struggled to do well in school as he worked to help his family survive. How did this influence his decision about what to do with his life after graduation?**
Panchito learned from his struggles and hard work that he wanted a better life for himself. He did not want to spend his life working so hard, only to still be poor. He enjoyed school and liked the idea of becoming a teacher, even though he worried that his choice would hurt his family.
- **Panchito had to make difficult choices in order to succeed. What tough choices have you made to get something you wanted?**
- **Several people helped Panchito go to college and make his dream of a better life come true. Who has made a positive difference in your life? How?**

Breaking Through, inside back cover



Evaluate the Discussion

Use the reproducible master from page 10 of this **Teacher's Guide** to evaluate **The Exchange** discussion. The form may also be used by students for group assessment.

Discussion Rubric

Evaluate the Discussion		
Excellent	Good	Fair
<input type="checkbox"/> Everyone participated.	<input type="checkbox"/> Most people participated.	<input type="checkbox"/> Only a few people participated.
<input type="checkbox"/> Everyone spoke clearly.	<input type="checkbox"/> Most people spoke clearly.	<input type="checkbox"/> Some people did not speak clearly.
<input type="checkbox"/> Everyone listened carefully.	<input type="checkbox"/> Most people listened carefully.	<input type="checkbox"/> Some people did not listen carefully.
<input type="checkbox"/> We stayed on the topic throughout the discussion.	<input type="checkbox"/> We stayed on the topic most of the time.	<input type="checkbox"/> We did not stay on the topic all the time.
<input type="checkbox"/> We responded to each other's thoughts and ideas often.	<input type="checkbox"/> We commented on each other's thoughts and ideas sometimes.	<input type="checkbox"/> We did not make many comments on each other's thoughts and ideas.
<input type="checkbox"/> Most people used examples from the book to support their points.	<input type="checkbox"/> Many people used examples from the book to support their points.	<input type="checkbox"/> Only a few people used examples from the book to support their points.
<input type="checkbox"/> Most people gave detailed answers using their experiences and even other texts.	<input type="checkbox"/> Many people gave detailed answers using their experiences.	<input type="checkbox"/> Only a few people gave detailed answers.

Notes:

Evaluate the Discussion

Excellent	Good	Fair
<input type="checkbox"/> Everyone participated.	<input type="checkbox"/> Most people participated.	<input type="checkbox"/> Only a few people participated.
<input type="checkbox"/> Everyone spoke clearly.	<input type="checkbox"/> Most people spoke clearly.	<input type="checkbox"/> Some people did not speak clearly.
<input type="checkbox"/> Everyone listened carefully.	<input type="checkbox"/> Most people listened carefully.	<input type="checkbox"/> Some people did not listen carefully.
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<input type="checkbox"/> Most people gave detailed answers using their experiences and even other texts.	<input type="checkbox"/> Many people gave detailed answers using their experiences.	<input type="checkbox"/> Only a few people gave detailed answers.

Notes:

Assessment

Assess students' understanding of *Breaking Through* by administering the multiple-choice test and essay questions. (Teacher's Guide, pages 12–14)

How you administer the **Assessment** depends on your objective. You may choose to use the test as:

- an open-book test to allow students to continue practicing reading strategies and/or become familiar with a typical standardized test format
- a closed-book test to check students' comprehension of the book and their abilities in various reading skills
- a take-home test to allow students to practice reading strategies as well as test-taking skills

Suggested point values are as follows:

Assessment Part I: 5 points per question for a total of 50 points

Assessment Part II: 40 points possible (see **Scoring Guide**, page 15)

Assessment Part I

Breaking Through Name: _____

Assessment Part I

Circle the best answer.

- The author, Francisco Jiménez, accomplished his goals because of his hard work and determination. In this sentence, what does *accomplished* mean?
 - failed at
 - succeeded at
 - improved
 - sent away
- Panchito enjoyed reading *The Grapes of Wrath* because—
 - he could relate to the story
 - it was a story about Mexico
 - Miss Bell was his favorite teacher
 - the book was not difficult
- The setting of this story shows that—
 - California was a difficult place for immigrants because it was hot
 - two different worlds can exist in one community
 - Panchito had a positive childhood
 - the Jiménez family loved California and did not want to return to Mexico
- Panchito was confused by discrimination. Which of the following sentences best explains why he was confused?
 - He had been taught that all people are equal.
 - He thought people deserved to be discriminated against.
 - There was no discrimination in Mexico.
 - He believed that white people were not as good as others.
- What can the reader conclude from Roberto's and Panchito's thoughts about showering after physical education class?
 - The high school was too cautious about hygiene.
 - Panchito did not like to get up early and shower at home.
 - The Jiménez home did not have a real shower.
 - Physical education class was not very challenging.
- Susan's parents did not want Roberto to date Susan because—
 - they disapproved of Vets' dances
 - they were prejudiced against Roberto
 - Susan was too young to date
 - Papá did not approve of Susan

Assessment Part II

Breaking Through

Guidelines for Short Essay

Have students write a short essay in response to one of the writing prompts below. Use the **Scoring Guide** to assist in your evaluation of their essays.

A. What and/or who were the important influences in Panchito's life? How did they affect the decisions Panchito made? In what way can you relate to Panchito's life?

Responses should include influences such as family, personal values, religion, school mentors, friends, and dreams. Panchito always chose to work hard; he knew his family needed him to. He studied as much as possible because he wanted to succeed. Panchito got involved socially at school. His peers encouraged him. Panchito pursued college; his teachers and counselors helped him navigate the college system.

B. Francisco Jiménez chose *Breaking Through* as the title for this story. What does the title mean? How does it relate to the obstacles he faced? What other title could Jiménez have chosen? Why?

Responses should focus on how Jiménez "broke through" the obstacles he faced as an immigrant. These included poverty, cultural differences, and low expectations. Despite the many obstacles he faced, Jiménez overcame them with hope, determination, and hard work.

Scoring Guide

Description of the response:
4
3
2
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Assessment Part I, continued

Breaking Through Name: _____

Assessment Part I, continued

Circle the best answer.

- Panchito worried about borrowing money for college because Papá said that borrowing money was "like being enslaved." What did Papá mean?
 - Hard work did not matter in America.
 - People who lent money could not be trusted.
 - The Jiménez family respected saving money, not borrowing it.
 - Once a person was debt, he or she never got out of debt.
- The Jiménezes were illegal immigrants. They would be _____ if the Border Patrol discovered them.
 - enriched
 - capable
 - deported
 - legalized
- Panchito did not have happy memories of the Rotary luncheon because—
 - he did not know he had to speak and was not prepared
 - he did not own a suit jacket
 - he did not like being student body president
 - the principal did not think he was a good student and told him so
- Which of these best summarizes this book?
 - Panchito's family was sent back to Mexico. When the family returned, life was still hard. Panchito worked in strawberry fields, cleaned offices, and studied as much as possible. His classmates encouraged him to run for class president. He was elected, and everyone from Bonetti Ranch felt proud.
 - La migrá* deported the Jiménez family. Panchito and his brother, Roberto, lived in the United States without their parents. They saved money for their parents and siblings to return. Panchito's father did not support his interest in American music or customs. Panchito and his father argued, but his mother helped convince his father that Panchito was a good son.
 - The Jiménez family lived on Bonetti Ranch. Their life was hard and they had little money. Panchito helped to earn money when his father became ill. When Roberto got married and moved away, life became harder for the family because there was less income. Panchito's younger siblings began to work. The family went to Panchito's high school graduation.
 - Panchito and his family were deported to Mexico. Panchito and his brother returned to the United States to attend school and work. The Jiménez family returned and, together, they worked long hours to survive. Panchito tried to fit into American life, study hard, and help his family. His father became very discouraged, but Panchito never gave up his dream. He finally attended college.

Assessment Part I

Circle the best answer.

- The author, Francisco Jiménez, accomplished his goals because of his hard work and determination. In this sentence, what does *accomplished* mean?
 - failed at
 - succeeded at
 - improved
 - sent away
- Panchito enjoyed reading *The Grapes of Wrath* because—
 - he could relate to the story
 - it was a story about Mexico
 - Miss Bell was his favorite teacher
 - the book was not difficult
- The setting of this story shows that—
 - California was a difficult place for immigrants because it was hot
 - two different worlds can exist in one community
 - Panchito had a positive childhood
 - the Jiménez family loved California and did not want to return to Mexico
- Panchito was confused by discrimination. Which of the following sentences best explains why he was confused?
 - He had been taught that all people are equal.
 - He thought people deserved to be discriminated against.
 - There was no discrimination in Mexico.
 - He believed that white people were not as good as others.
- What can the reader conclude from Roberto's and Panchito's thoughts about showering after physical education class?
 - The high school was too cautious about hygiene.
 - Panchito did not like to get up early and shower at home.
 - The Jiménez home did not have a real shower.
 - Physical education class was not very challenging.
- Susan's parents did not want Roberto to date Susan because—
 - they disapproved of Vets' dances
 - they were prejudiced against Roberto
 - Susan was too young to date
 - Papá did not approve of Susan

Assessment Part I, continued

Circle the best answer.

7. Panchito worried about borrowing money for college because Papá said that borrowing money was “like being enslaved.” What did Papá mean?
- A Hard work did not matter in America.
 - B People who lent money could not be trusted.
 - C The Jiménez family respected saving money, not borrowing it.
 - D Once a person was debt, he or she never got out of debt.
8. The Jiménezes were illegal immigrants. They would be _____ if the Border Patrol discovered them.
- A enriched
 - B capable
 - C deported
 - D legalized
9. Panchito did not have happy memories of the Rotary luncheon because—
- A he did not know he had to speak and was not prepared
 - B he did not own a suit jacket
 - C he did not like being student body president
 - D the principal did not think he was a good student and told him so
10. Which of these best summarizes this book?
- A Panchito’s family was sent back to Mexico. When the family returned, life was still hard. Panchito worked in strawberry fields, cleaned offices, and studied as much as possible. His classmates encouraged him to run for class president. He was elected, and everyone from Bonetti Ranch felt proud.
 - B *La migra* deported the Jiménez family. Panchito and his brother, Roberto, lived in the United States without their parents. They saved money for their parents and siblings to return. Panchito’s father did not support his interest in American music or customs. Panchito and his father argued, but his mother helped convince his father that Panchito was a good son.
 - C The Jiménez family lived on Bonetti Ranch. Their life was hard and they had little money. Panchito helped to earn money when his father became ill. When Roberto got married and moved away, life became harder for the family because there was less income. Panchito’s younger siblings began to work. The family went to Panchito’s high school graduation.
 - D Panchito and his family were deported to Mexico. Panchito and his brother returned to the United States to attend school and work. The Jiménez family returned and, together, they worked long hours to survive. Panchito tried to fit into American life, study hard, and help his family. His father became very discouraged, but Panchito never gave up his dream. He finally attended college.

Guidelines for Short Essay

Have students write a short essay in response to one of the writing prompts below. Use the **Scoring Guide** to assist in your evaluation of their essays.

- A.** What and/or who were the important influences in Panchito’s life? How did they affect the decisions Panchito made? In what way can you relate to Panchito’s life?

Responses should include influences such as family, personal values, religion, school mentors, friends, and dreams. Panchito always chose to work hard; he knew his family needed him to. He studied as much as possible because he wanted to succeed. Panchito got involved socially at school. His peers encouraged him. Panchito pursued college; his teachers and counselors helped him navigate the college system.

- B.** Francisco Jiménez chose *Breaking Through* as the title for this story. What does the title mean? How does it relate to the obstacles he faced? What other title could Jiménez have chosen? Why?

Responses should focus on how Jiménez “broke through” the obstacles he faced as an immigrant. These included poverty, cultural differences, and low expectations. Despite the many obstacles he faced, Jiménez overcame them with hope, determination, and hard work.

Scoring Guide

	Description of the response:
4	<ul style="list-style-type: none"> • Interpretation is accurate and thoughtful • Explanation is fully developed • Support includes specific and relevant text evidence • All parts of the question are clearly addressed
3	<ul style="list-style-type: none"> • Interpretation is adequate • Explanation is developed but may lack some insight • Support includes most specific and relevant text evidence • All parts of the question are addressed to some degree
2	<ul style="list-style-type: none"> • Interpretation is literal or limited • Explanation is incomplete • Support includes some specific and relevant text evidence • Only parts of the question are addressed and mostly in a limited way
1	<ul style="list-style-type: none"> • Interpretation is weak • Explanation is vague • Support includes few, if any, relevant details from the text • Only one part of the question is minimally addressed
0	Response is totally incorrect or irrelevant